DOCUMENT RESUME

ED 261 161 CE 042 064

AUTHOR Dimmlich, David; Oen, Urban T., Ed.
TITLE Monitor Student Progress and Maintain Student Records. Self-Instructional Competency-Based Professional Teacher Training Manual.
INSTITUTION Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 85
NOTE 52p.; For related documents, see CE 040 578-581 and CE 042 060-070. Document printed on colored paper.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Achievement; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Grades (Scholastic); Grading; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Management Development; Pacing; Postsecondary Education; Program Development; *Recordkeeping; *Student Evaluation; *Student Records; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on monitoring student progress and keeping student records, covers the following topics: (1) identifying necessary records; (2) identifying necessary files; (3) exploring methods to monitor student progress; and (4) monitoring student progress and maintaining student records. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261161

COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

CIVEC
301 N. Swift Road
Addison, Illinois 60101
312/620-8770

Produced By
David Dimmlich
Stephenson Area Career Center
Pearl City Road
Freeport, Illinois 61032

A LEARNING GUIDE

Task Monitor Student Progress and Maintain Student Records

Purpose One of your most important duties as an instructor in a CBVE system is to monitor student progress and maintain student records. Monitoring student progress means keeping track of how each student is doing in making progress towards mastery of each task leading to their occupational goal. Maintaining student records means documenting task mastery for each student and maintaining all records required by your school administration. This manual will prepare you for these important duties.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 042 064

SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	012	3 Hours	007,010, & 013

© 1985

BEST COPY AVAILABLE

Monitor Student Progress and Maintain Student Records

Prepared by:

David Dimmlich
Stephenson Area Career Center
Pearl City Road
Freeport, Illinois 61032
(815) 235-8025

Edited by:

Urban T. Oen, Ph.D., Project Director
Demonstration Center CIVE Project
(Competency-Based Individualized Vocational Education)
301 North Swift Road
Addison, Illinois 60101
(312) 620-8770

1985

This publication was developed for the Department of Adult, Vocational-Technical Education of the Illinois State Board of Education under the provisions of Project Number R-32-63-X-0333-130 awarded to the DAVEA Center. Opinions expressed in this manual do not necessarily reflect the official position or policy of the State Board of Education.

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Necessary Administrative Support

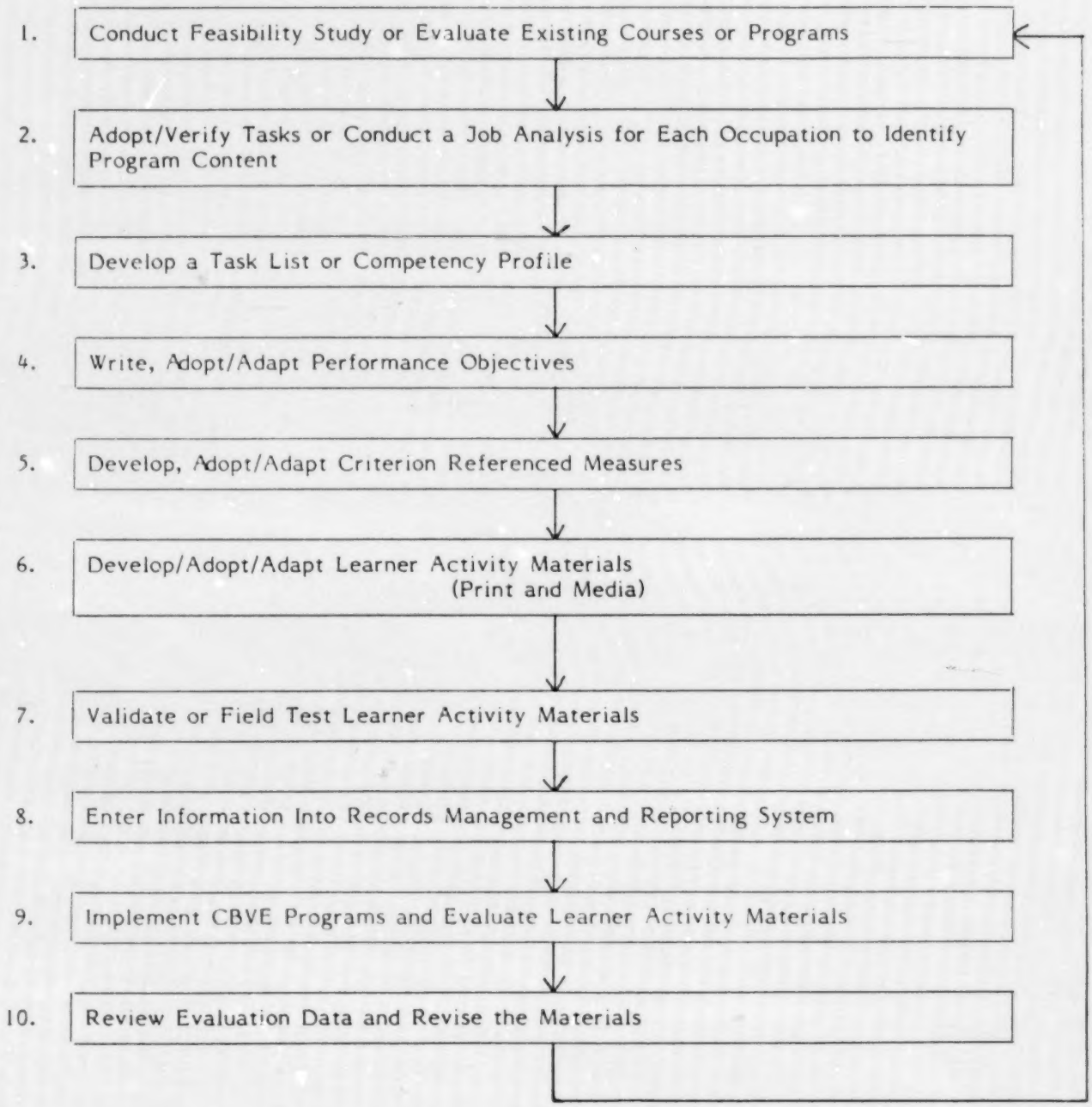
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	

FOREWORD

One of the most critical functions performed by an instructor is the maintenance of student records. Regardless of the system in which you teach, complete and accurate records are a necessity. Only with accurate, reliable, up-to-date information which is easy to locate or retrieve can you make informed decisions about your students.

Record keeping in a CBVE program need not be more difficult or time consuming than that of a traditional program. The records need to show work completed, dates of completion, performance and written tests completed, and a record of daily affective factors used as a part of the student's grade. Most districts or school systems already have in place the required forms so with a little modification of the record keeping headings, the record keeping system should be very easy to install.

Many schools are beginning to use micro, mini, and main frame computers to facilitate the record keeping functions. Four systems which are being field tested in Illinois are the Random House Curriculum Management System, the Vo-Tech Data System, the Lake County Management Instructional System, and the Minnesota Management Instructional System. For more information on these and other computer systems, contact your ICBVE consultant.

OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: Access to all available resources and your classroom situation

YOU WILL: Develop a plan to monitor student progress and maintain student records

HOW WELL: To master this task, you must score 10 out of 12 on a written exam and score 17 out of 20 on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify necessary records
2. Identify necessary files
3. Explore methods to monitor student progress
4. Monitor student progress and maintain student records

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and recources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify Necessary Student Records

LEARNING STEPS

1. Read Resource #1 to identify necessary student records.
2. Complete Resource #2 for a self-check on student records.
3. Go on to Resource #3 for information on necessary files.

RESOURCES

1. Information Sheet 012-001-001, "Identify Necessary Records," in this guide, pages 9-11.
2. Activity Sheet 012-001-002, "Student Records," in this guide, pages 12-13.
3. MPO #2 in this guide, page 14.

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	001

INFORMATION SHEET

012-001-001

Identify Necessary Records

In order for the instructor to know the daily status and progress of each student, complete and accurate records must be maintained. As students complete the cognitive work of each learning guide or competency sheet and demonstrate task mastery, a record must immediately be made of their achievement. The record forms and record-keeping system and procedures must be accurate and detailed. It is absolutely essential that information be recorded immediately following evaluation activities. Record keeping should not wait until the end of the day or period as memories tend to fade.

As a minimum, the following records should be maintained by the instructor.

- Student personal data and background information
- Assessment test scores
- Special needs and abilities of the student
- Learning style of the student
- The student's learning plan
- Proficiency test scores
- Past contracts and grades
- Discipline/attendance records
- Student personal performance records
- Task, learning guide, or competency sheet records
- Task, learning guide, or competency sheet progress

Each of these records are reviewed below.

Student personal data: includes the student's name, identification number, address, parent's name, entrance date to the program, and any other information supplied by the school.

Assessment test scores: will include any re-testing which your school does or information supplied by the student's home school. Types of testing may include math and reading by grade level, or a vocational assessment.

Special needs of the student: includes information on any medical problems, learning problems, handicaps, or disadvantages and any other pertinent information provided by the school.

Learning syle of the student: some schools are providing a cognitive map of each student which gives an indication of which senses the student uses to learn. A limited number of schools also test to determine if a student primarily uses the right or left brain hemisphere. This information, while not necessary, may increase the student's chance of success in a program.

The student's learning plan: this provides information on career goals and progress towards these goals.

Proficiency test scores: provide information on which tasks the student has proficiency tested out of and which tasks the student tried and failed. Some systems take this into account in grading, so test scores may or may not be important to your system.

Past contracts and grades: are useful in planning realistic occupational goals for the student.

Discipline/attendance record: is useful to predict future problems and solutions to those problems. If, for example, a student is constantly in trouble for not wearing safety equipment, perhaps a daily mention of it would be sufficient to solve the problem.

Attendance is an important part of a vocational education program. Students who often miss school will also miss work and must be identified. Accurate daily attendance records will help you to identify students who miss school.

Student personal performance records: At the end of each class session, you should record the personal performance points for each student. These points cover work and interpersonal relations which are important factors on the job. The points should be recorded on the competency achievement record, the task listing transcript, or in your grade book.

Task, learning guide, or competency sheet record: A daily record of the task, learning guide, or competency sheet each student is working on is necessary. This helps in monitoring where each student is in the program. This also helps you plan for the best use of the available program equipment. It will also help you plan for the materials and supplies which your students will need.

Task, learning guide, or competency sheet progress: A daily monitoring of each student's progress will help you to identify possible learning problems. There is no formal record of this. It is important that you initial or review each of your student's self-checks as they complete them. This provides positive feedback to the student and keeps you informed as to each student's progress.

ACTIVITY SHEET

012-001-002

Student Records

Directions: Complete the following questions in your own words. Check your work with the following answer key.

1. List and briefly describe nine items a student record should include:

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

   I.

2. How often should daily records be recorded?

ANSWER KEY

For Activity Sheet 012-001-002

Student Records

Directions: Check your answers with those below. If you missed any, review Information Sheet 012-001-001.

1. A. Student personal data and background information
   B. Assessment test scores
   C. Special test scores
   D. Learning style of the student
   E. The student's learning plan
   F. Proficiency test scores
   G. Past contracts and grades
   H. Discipline/attendance records
   I. Student personal performance records
   J. Task, learning guide or competency sheet records
   K. Task, learning guide or competency sheet progress
2. Daily after each class period.

MICRO - PERFORMANCE OBJECTIVE #2

Identify Necessary Files

LEARNING STEPS

1. Read Resource #1 to identify files necessary in a CBVE program.
2. Complete Resource #2 to check your knowledge of files.
3. Go on to Resource #3 for methods of monitoring student progress.

RESOURCES

1. Information Sheet 012-002-001, "CBVE Files," in this guide, pages 15-17.
2. Activity Sheet 012-002-002, "CBVE Files," in this guide, pages 18-19.
3. MPO #3 in this guide, page 20.

DEPT	PROG	TASK	TPO	MPO
	PTT	012	012	002

INFORMATION SHEET

012-002-001

CBVE Files

In a CBVE system, it is useful to keep various filing systems.

The filing systems recommended for use by the instructor only are:

- Test file
- Activity sheet/answer key file
- Curriculum development file

The filing systems recommended for use by both the instructor and students are:

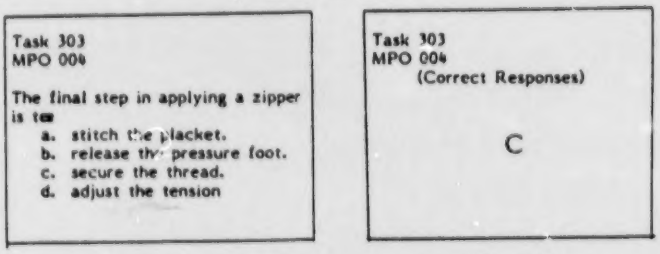
- Student file
- Task file

Now for a detailed look at the filing systems:

Test file: Many instructors find it helpful to create a test file. Several test items are constructed for each MPO or sub-objective of each learning guide. The items are typed on individual cards and identified by task and MPO number. The cards are filed in either a Rolodex holder or a recipe box. When a student is ready to take a test, the instructor can pull items from the file. This enables the instructor to produce numerous forms of a test for the same task. As items are revised, it is easier to revise an individual card than the entire test. Additional items can be included in your file regularly, thereby, increasing the potential number of test forms.

The following is an example of a test card.

Test Cards



(Front) (Back)

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	002

You may want to add your department and program number for additional identification. You may also want to note the number of items available for each MPO. If so, your identification number should look like this:

DEPT.	PROG.	TASK
700	706	303
004	2 of	4

MPO second of four possible items for MPO

The same identification number should be on the front and back of each card.

When a student is ready for a written test, photocopy the cards on sheets of paper. You can generally fit six items on each sheet. Be sure to identify the test form in some manner and to also design an answer key for each test form by turning the cards over and photocopying them. Remember, each test form should have directions. To prevent any delay when a student is ready to take the exam, prepare several copies of at least two test forms in advance. Additional test forms can be created from your file if the student does not achieve mastery after two attempts.

Obviously, this system demands a lot of time and planning. Many CBVE programs make up four copies of a written test in advance and then administer the test, or use one of the many computerized test programs.

Either way, it is important for the instructor to have available a copy of each test with the answer key. This way, the instructor can provide immediate feedback to the student.

Activity sheet answer key file: The answers to all the activity sheets in each task should be kept in a file, or a three-ring notebook. If the instructor is absent, it is an easy matter for the substitute teacher to go to the file or notebook and provide the correct answers for any activity sheet. The answers should be filed by task number and have the code number which your school uses on them.

Curriculum development file: This file is set up by task number and title and is used by the instructor to gather information on a task for writing or revising the SLG.

Student file: This file is for use by the student and is best kept in the classroom for easy access. Students may keep any handouts such as information sheets, activity sheets, blueprints, or other papers they are working on. It is also used to keep test results, checklists, time cards, and any other information needed to verify mastery of each task. A copy of the task list and student contract may also be included.

Task file: This file also belongs in the classroom for easy student access. In it are copies of all the activity sheets in the SLG and copies of the checklists. This should be arranged numerically by task number. Typically, when students start to work on a SLG, they go to the task file to obtain all the activity sheets for that SLG. When a student is ready for a checklist, he/she goes to the task file for a copy and then under the instructor's supervision completes the checklist for mastery.

ACTIVITY SHEET

012-002-002

CBVE Files

Answer the following questions and check your answers with Information Sheet 012-002-001 and the following answer key.

1. List and describe five filing systems recommended for use in a CBVE program.

   A.

   B.

   C.

   D.

   E.

2. Which three of the above filing systems are recommended for use by the instructors only?

   A.

   B.

   C.

ANSWER KEY

For Activity Sheet 012-002-002

1. A. Test file

   B. Activity sheet answer key file

   C. Curriculum development file

   D. Student file

   E. Task file

   (Refer to Information Sheet 012-002-002 for descriptions of the above.)

2. A. Test file

   B. Activity sheet answer key file

   C. Curriculum development file

MICRO - PERFORMANCE OBJECTIVE #3

Explore Methods to Monitor Student Progress

LEARNING STEPS

1. Read Resource #1 for a review of the reasons to monitor student progress.
2. Complete Resource #2 for a self-check on the need to monitor student progress.
3. Read Resource #3 to identify the different forms available to monitor student progress.
4. Complete Resource #4 to develop a system to monitor student progress.
5. Go on to Resource #5 for a review and evaluation.

RESOURCES

1. Information Sheet 012-003-001, "How to Monitor Student Progress," in this guide, pages 21-22.
2. Activity Sheet 012-003-002, "Why Monitor Student Progress?" in this guide, pages 23-24.
3. Information Sheet 012-003-003, "CBVE Management Forms," in this guide, pages 25-40.
4. Activity Sheet 012-003-004, "Develop a System to Monitor Student Progress," in this guide, pages 41-42.
5. MPO #4 in this guide, page 43.

DEPT	PROG	TASK	TPO	MPO
	PTT	012	012	003

INFORMATION SHEET

012-003-001

How to Monitor Student Progress

In a CBVE system, the instructor's role in monitoring student progress is critical to the success of the program. The instructor must keep accurate, up-to-date records on each individual student and for the entire class. The instructor should also provide each student with some method of monitoring their own progress.

Your records of student progress should be organized around the tasks in each student's contract or task list. To accurately monitor individual progress, you will need to keep records of the following:

- Individual plan of tasks to be completed
- Individual student progress
  - A. Daily progress
  - B. By MPO
  - C. By task
  - D. Weekly progress
  - E. By quarter
  - F. By semester
- Document tasks completed
- Certify competence by task or tasks by job title

Keep in mind that the reason for monitoring student progress is to document tasks mastered and to identify those students who may be having difficulties so corrective action may be taken. The end of the quarter or semester is too late to realize that a student is making unsatisfactory progress.

A brief review of satisfactory and unsatisfactory progress is necessary. For a detailed review, refer to PTT Manuals #010 on student contracting, #012 on grading, and #007 on

teaching strategies.

After 6-10 students have completed an SLG, you will be able to establish an "average time" required to complete the guide. By comparing this average time with the time that an individual student is spending on the guide, you will be able to identify if the student is progressing at a satisfactory rate. When doing this comparison, you should keep in mind the individual student's goals, abilities, learning style, and any other factors which may influence progress.

For example, assume the average time for SLG #004 is 10 hours. A student has spent four days at two hours a day (8 hours) on the SLG and has only completed the first of four MPO's. The instructor should counsel with the student (if the student has not already come to the instructor) and try to find out what the problem is. To do this, you will need to develop a monitoring system and use it. In this case, a daily time monitoring system is necessary and is a system for daily monitoring of objectives, as well as a method of monitoring task completion.

ACTIVITY SHEET

012-003-002

Why Monitor Student Progress?

Answer the following questions and check with the following answer key.

1. The instructor must keep accurate, up-to-date records for each _____ and for the _____.
2. The instructor should also provide _____ with a method to monitor progress.
3. Records of student progress should be organized around _____.
4. List four records of student progress which need to be monitored.

   A.

   B.

   C.

   D.

5. Why monitor student progress?

ANSWER KEY

For Activity Sheet 012-003-002

1. Individual student, entire class
2. Each student
3. Tasks in each student's contract
4. A. Individual plan of tasks to be completed

   B. Individual student progress

   C. Document tasks completed

   D. Certify competence by job title
5. To identify students who may be having difficulties and document task mastery.

INFORMATION SHEET

012-003-003

CBVE Management Forms

There are many different forms which you may use to monitor student progress. Some of the more popular forms used by CBVE schools will be discussed in this information sheet.

Task Achievement Records are used to do the following:

1. Provide background information on the student
2. Indicate the student s pre-assessment on each task
3. Identify the tasks completed to dat
4. Include a personal performance report on the student
5. Provide a special section for recording special skills and abilities of the student
6. Include a section for counselor comments

Let's look at each of these six parts:

1. Background information on the student should provide you with the following:
   A. The student's name
   B. The name and date of schools previously attended
   C. A contact for additional information on the student
2. Pre-assessment of the student should provide you with the following:
   A. When the student entered the program
   B. Tasks which the student completed via proficiency testing
   C. A pre-assessment score for the program
3. Identify the tasks completed to date. The transcript or record should provide for the following:
   A. Tasks completed to date
   B. Student signature
   C. Instructor signature

D. Date of task mastery

4. The personal performance report should provide the following:

   A. Job-keeping tasks being evaluated

   B. Dates for each job-keeping performance

5. The special skills and abilities section should provide:

   A. A place to include extra tasks learned by the student

   B. A place to include tasks completed which are related to the job but not included on the program task list.

6. Counselor's comments section should provide:

   A. A place for the counselor to comment on the unique individual aspects of the student

   B. A place for positive or negative comments

The following are sample forms used to monitor student progress.

Name: _____ (Last) (First)
SS # _____
School: _____
Year in School: _____
Session: AM PM

TASK TRANSCRIPT
Clerk-Typist Program

Entrance Date _____ Exit _____
Division _____
Total Tasks for Program 78

Task	St. Hrs.	Ct. Hrs.	Mr. Hrs.	Instruct. Init.	Task Description
					Typing Office Communications: 001-099
001	6				Make corr.,type fr. rough draft cy.
005	8				Prfrd. ident. and corr. errors in sp. punct. , nos. word div.
011	2				Type Postal cards.
016	2				Type addresses on env.
021	6				Type letter, full block style
022	5				Type modified block letter
026	5				Type letters, att. line, subj. line
036	5				Type letters with co. name, encl. not., cc. not. , post script
037	5				Type letter in simp. style
046	6				Type letter with a table
051	5				Type two-page letters
056	4				Type letters on spec. sized stat.
061	6				Type Interoffice mem.
					Processing Data 100-199
102	12				Operate a transcribing mach.
105	6				Compose and type bus. letters
110	8				Compose and type reports
115	6				Type bl. letter on word.proc.
120	6				Type mod. bl. letter
125	5				Type letter with co. name, enc. not., cc. not., and post script
130	3				Type letters with att. line, subj. line
135	4				Type 2 rep. in ms form
140	2				Type letter in simp. style
145	5				Compose 2 letters
					Typing Business Forms
210	5				Type tables
211	6				Type statistical reports
220	6				Prepare, type, statistical reports
225	4				Prepare, type, request for quotation
230	4				Prepare, type, purchase order
235	4				Prepare, type, sales invoice
240	4				Prepare, type, customer statements
245	4				Prepare, type, voucher checks
250	4				Prepare, type, 2 bills of lading
255	4				Prepare, type, credit mem.
275	5				Type legal papers
					Performing Reproduction Functions 300-399
301	3				Justify right margins
310	4				Prepare masters/orig. for dup.
320	4				Dup. masters/orig. on fluid-dry copier
350	4				Prep. paste-ups and dummy cys., offset pr
					Maintaining Office Files 400-499
404	5				Maintain index card, tickler files
414	5				Code, Ind., sort, cross-ref. bus. corr.
424	3				File and retrieve documents
434	6				Establish files

DEPT.	PROG	TASK	TPO	MPO
	PT T	012	012	003

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INDIVIDUAL PROGRESS FORM

Student Name _____ Program _____

Date Entered _____ Date Exited _____

Task Number	Pretest		Criterion Referenced Testing (Post Test)						Instructor's Initials
			Written Exams			Product/Performance Checklist			
	Date	Score	Attempts	Mastery Date	Final Score	Attempts	Mastery Date	Final Score	

Sample Student Progress Chart

INFORMATION SHEET

012-003-003 (Continued)

PROGRAM _____

Task Number

NAME	001	005	006	007	008	009	014	015	050	051	052	053	054	055

INFORMATION SHEET

012-003-003 (Continued)

STUDENT PERFORMANCE CONTRACT

Student Name _____ School Year _____ SACC Program _____ Home School _____ Block _____ Grade _____ Sem _____

	Hrs	Pts
_____ Quarter		
Contract		

Grade _____ D/Absent _____ TL Hrs _____ TL Pts _____

A		
B		
C		
D		

Adjust % _____

	Hrs	Pts
_____ Quarter		
Contract		

Grade _____ D/Absent _____ TL Hrs _____ TL Pts _____

A		
B		
C		
D		

Adjust % _____

QUARTER			
Planned		Actual	
SLG	HRS	HRS	M
TL			
DATE			
INIT			

MID-TERM			
Planned		Actual	
SLG	HRS	HRS	M

QUARTER			
Planned		Actual	
SLG	HRS	HRS	M

MID-TERM			
Planned		Actual	
SLG	HRS	HRS	M

Monitoring student work: Most of the forms used for planning student work will also work for monitoring tasks completed. However, it is often necessary to monitor student progress on a daily or weekly basis (time) or to monitor students as they work through an SLG (by MPO). The following forms are used by one CBVE demonstration center to monitor student progress. The system works like this: (For a detailed account of this system, see PTTM #009.)

1. The student arrives at school and punches in on his/her time card.
2. The student reports to his/her instructor and attendance is taken as well as reporting the task being worked on. This information is recorded in the grade book.
3. For students who need extra planning and monitoring, the MPO progress form is also used. This helps track the student as he/she works on each MPO in a learning guide.
4. When a student fails the written exam, the instructor completes the exam review form. The student then must review specific learning steps in the SLG. This form is typically used only when the testing is done by computer, so that the MPO and learning step may be easily identified.
5. At any time, the instructor or student may check a grade by completing the estimated grade to date form. For a detailed account of this specific grading format, see PTT Manual #013.

Time card: Time cards are kept by each student. Students use one time card for each task. The time is kept by punching in and out each day. At the end of each day, the student totals the time and enters the total in the elapsed time column. When the task is completed, the student adds the daily time and enters it at the bottom of the card as total time. The instructor may verify time on task by checking with the daily entry in the grade book. The time card may vary from the grade book since special presentations, group discussions, visits to the career planning office, etc., are entered on the time card and typically not noted in the grade book.

INFORMATION SHEET

012-003-003 (Continued)

JOB CARD

Name FORD CARR

Date 9/5 - 9/9 No. AUTO BODY

JOB	AM'T	RATE	ELAPSED TIME	TIME
023			2	10:00 8:00
023			2	10:00 8:00
023			.5	8:30 8:00
GROUP DISCUSSION			1	9:30 8:30
023			.5	10:00 9:30
023			1.5	9:30 8:00
TOTAL TIME			6.5	

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	003

BEST COPY AVAILABLE

INFORMATION SHEET

012-003-003 (Continued)

Grade Book: The following is an abreviated example of a grade book page used to monitor student progress. Room is provided on the page for the course or program name, time block, instructor name, quarter and school year, month and day of the week. Four lines are included in the book for each student. They are used to record: 1) Daily attendance (A), 2) Daily personal points (P), 3) Task in progress (TK), and 4) Test or checklist completion (T/P).

The left side provides a space for the student's name, identity number, and locker number. The first row (A) is for daily attendance. This is filled in daily by the instructor.

The second row (P) is for the daily personal performance points. These should be evaluated on a daily basis and the points earned should be entered. This will make the personal performance evaluation at the end of each grading period more objective.

The third row (TK) is for the code number of the task that the student is working on. This gives the instructor a daily record of where each student is in the program.

The fourth row (T/P) is to indicate when the student passes the knowledge test. This is done by writing in the letter "K". Successful completion of the performance test is indicated by the letter "P".

This grade book format allows an instructor to determine at a glance if a student is making satisfactory progress and to identify potential problems.

PROGRAM	BLOCK	TEACHER	QUARTER

		FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK				
DAY OF WEEK		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1. Jane Doe	A																				
112-40-8522	P																				
409	TK																				
	T/P																				
2.	A																				
	P																				
	TK																				
	T/P																				
3.	A																				
	P																				
	TK																				
	T/P																				

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	003

The MPO Progress Form: This is used in place of the time card to provide extra monitoring where necessary. The bottom part of the form is used in the same manner as the time card. The top of the form provides specific information on each MPO in a task. In this way, the instructor can, on a daily basis, monitor the student's progress through each MPO.

M.P.O. PROGRESS FORM

TASK #			
MPO	DATE START	DATE FINISHED	COMMENTS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
			CRITERION EXAM
			CHECKLIST
			EVALUATION SHEET

	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	
	OUT IN	OUT IN	

BEST COPY AVAILABLE

Exam review form: Is a formal feedback form used when tests are computerized and may be generated by the computer to guide the student to further study.

YOU HAVE NOT PASSED THE WRITTEN
CRITERION EXAM.

TASK ____ ____ ____

REVIEW THE S.L.G.

MPO#	LEARNING STEP #
1. ☐	1. ☐
2. ☐	2. ☐
3. ☐	3. ☐
4. ☐	4. ☐
5. ☐	5. ☐
6. ☐	6. ☐
7. ☐	7. ☐
8. ☐	8. ☐
9. ☐	9. ☐
10. ☐	10. ☐
11. ☐	11. ☐

DATE _____

INSTRUCTOR _____

Estimate grade to date: May be determined at any time. The form may be completed by either the instructor or the student in the following manner:

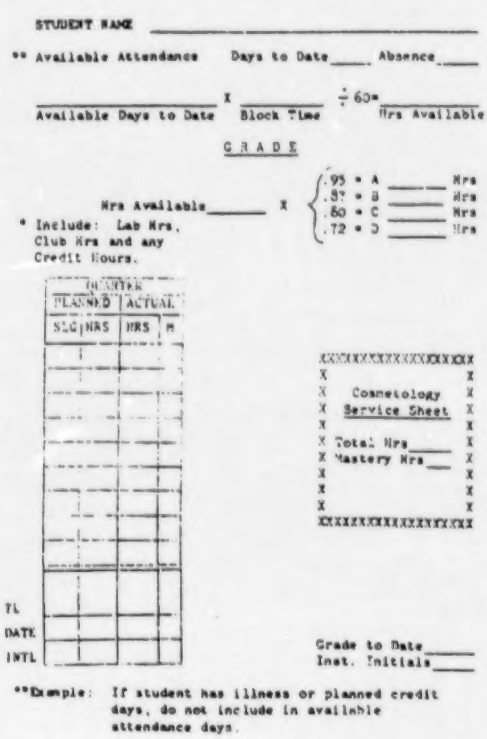
1. Fill in student name
2. Fill in days in quarter to current date

   If the student has an extended illness (verified), or planned credit days (field trips, etc.) do not include them in the available attendance days.
3. Fill in days absent for quarter to current date
4. Available days to date x block time (time in program in minutes) ÷ 60 = hours available
5. Hours available x grading scale = hours necessary for each grade

BEST COPY AVAILABLE

Note: This form does not provide for daily points which in this system count for 25% of the grade. The form is only to provide a rough estimate of the grade. For a complete grade, the hours available is taken x .75 and added to the total daily points x the grading scale x .25.

6. The planned SLG's and hours for each SLG are then entered
7. The actual hours spent on each SLG are entered
8. The SLG's mastered are entered under actual M
9. The planned hours are totaled providing a correlation to the grading scale
10. The grade to date is entered
11. The instructor may initial the form



**Example: If student has illness or planned credit days, do not include in available attendance days.

BEST COPY AVAILABLE

Documenting student work: The third type of CBVE progress monitoring record you will need is one which reflects tasks mastered by each student. The student contract will work for this but often a central record or file is maintained for each student.

When a student has completed a task (SLG) including passing a checklist and/or written exam, he/she will have mastered the task. Task mastery and mastery (actual) hours are recorded in the student's file. One method of doing this is by completing a task mastery card and submitting it to a recording secretary for entry to the file. This works extremely well when the entire system is computerized.

If the system is not computerized, this documentation may be entered on a master task list for each student at the end of each semester.

The following is a sample task mastery card:

ENTERING TASK MASTERY

To enter task mastery the program instructor must fill out the TASK MASTERY CARD (see below)

TASK MASTERY CARD

1. Student I.D.#_ _ _ _ _ _ _ _ _ 2. YR.___ 3. CRS.#___

4. STUDENT NAME _____

5. __ __ __ - __ __ - __ __ 6. __ __ - 7. __ __
DEPT PROG TASK CONTR HRS HSTRY HRS

8. _____ INSTRUCTOR SIGNATURE 9. _____ DATE

133 7/81 10. _____ KEYED BY: _____

1. Student Identification Number
2. Student year at SACC I or II
3. SACC program computer course number
4. Student name
5. The nine digit task number
6. Number of hours student contracted to do task
7. Number of hours it took student to master task (whole numbers only)
8. Instructors signature
9. Date of mastery
10. Office information

Task mastery CARDS may be turned in to the Student Management System secretary on a daily basis.

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	003

Certifying student competence: Some CBVE programs provide a certificate which lists, on the back, all the tasks mastered by the student. Other schools provide a task listing transcript which list all the tasks mastered by the student. With increased cooperation between high schools, area vocational centers and community colleges in certain regions, the task listing transcript takes on a larger role. It provides for both vertical and horizontal articulation between schools and programs.

The following is an example of a certificate of competence.

Certificate of Competence

This is to certify that

_____

Achieved the performance levels acknowledged on the reverse side of this certificate in accordance with the performance standards prescribed for the program of

_____

And is therefore recognized by

ELVERADO HIGH SCHOOL

This _____ *Day of* _____, *19*____

_____
Instructor(s)

_____
Superintendent

_____
President Board of Education

DEPT.	PROG	TASK	TPO	MPO
PTT	012	012	003	

BEST COPY AVAILABLE

(Back Side of Certificate)

INFORMATION SHEET

012-003-003 (Continued)

E.H.S. CLERK-TYPIST PROGRAM #196 110* * * * * TYPING I & II* * * * * *MAJOR COMPETENCY AREAS

The student named on this certificate has shown that he/she is competent in the tasks initialed below. This certificate validates competency with these three reservations: (1) competency is certain only as of the date indicated, (2) competency is ascertained according to the performance standards prescribed on the Product Checklist for the task, and (3) competency is indicated only for those tasks initialed by the student's instructor.

The tasks listed below comprise the suggested program for the Typing I & II courses of the Elverado High School Clerk-Typist Program. A student who receives this Certificate of Competency after taking only the Typing I portion of the program should not have a majority of the tasks initialed.

Task	Task Name	Date	Initials
100	Type paragraphs from rough draft copy		
110	Center a short announcement		
120	Type a personal note		
130	Type a memorandum in simplified style		
140	Type a personal letter in modified block style		
150	Type addresses on small envelopes		
160	Type addresses on large envelopes		
170	Type messages and addresses on postal cards		
180	Type business letters in modified block style		
190	Type a topic outline		
200	Type an unbound report without footnotes		
210	Type an unbound report with footnotes		
220	Type tables		
230	Type tables with columnar headings		
240	Type business letters in block style		
250	Type business letters in mod. block style with indented paragraphs		
260	Type a spirit master		
270	Type a leftbound report		
280	Type and file index cards		
290	Type invoices		
300	Proofread to identify and correct errors in spelling, punctuation marks, numbers, and word division		
310	Type business letters with special features (company name, enclosure notation, carbon copy notation, and postscript)		
320	Type letters with subject line and attention line		
330	Type two-page letters		
340	Type letters with tables		
350	Type letters with special mailing notations		
360	Type legal papers		
370	Type interoffice memoranda		
380	Type minutes of a meeting		
390	Type bills of lading		
400	Type purchase requisitions		
410	Type purchase orders		
420	Type paragraphs with justified right margin		
430	Type a mailing list and address labels		
440	Type letters in simplified style		
450	Type letters with a standard six-inch line		
460	Type letters on special-size stationery		
470	Type and proofread a leftbound report with title page, table of contents, footnotes, and bibliography		
480	Type four-column tables		
490	Type ruled tables		
500	Type small envelopes for production		
510	Type large envelopes for production		
520	Type requests for quotations		
530	Type voucher checks		
540	Type customer statements		
550	Operate a Sharp electronic/printing calculator		

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	003

ACTIVITY SHEET

012-003-004

Develop a System to Monitor Student Progress

You are to develop a system to monitor the progress of each student through your CBVE program. Your work will be evaluated using Checklist 012. You must score 10 out of 14 to go on.

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	003

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	Monitor Student Progress		
	1. Develop a method to plan student work:		
	A. Contract	1	
	B. Wall chart	1	
	C. Other	1	
	2. Develop a method to monitor student progress:		
	A. Develop a time management system	1	
	B. Develop a task management system	1	
	C. Develop a MPO management system	1	
	3. Develop a grade book management system:		
	A. Allow for attendance	1	
	B. Allow for daily task record	1	
	C. Allow for daily points	1	
	D. Allow for evaluation record	1	
	4. Develop a method to document task mastery	1	
	5. Develop a method to certify competence:		
	A. Certificate	1	
	B. Task listing transcript	1	
	C. Other	1	
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 14

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	003

MICRO - PERFORMANCE OBJECTIVE #4

Monitor Student Progress and Maintain Student Records

LEARNING STEPS

1. Read Resource #1 for a review of how to monitor student progress and maintain student records.
2. When you feel ready for evaluation on how to monitor student progress and maintain student records, contact your school's CBVE resource person and complete Resource #2.
3. Read Resource #3 to determine the performance to master this task.
4. When you feel ready to perform for evaluation, contact your school's CBVE resource person and complete Resource #4.

RESOURCES

1. All MPO's in this guide.
2. Written exam: Task 012, in this guide, pages 46-49.
3. Product Checklist: Task 012, in this guide, pages 44-45.
4. Product Checklist: Task 012, in this guide, pages 44-45.

DEPT	PROG	TASK	TPO	MPO
	PTT	012	012	004

PROGRAM: Professional Teacher Training

TASK: Monitor Student Progress and Maintain Student Records

TASK # 012

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT _____ _____ _____ _____

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: Access to all available resources and your classroom situation

YOU WILL: develop a plan to monitor student progress and maintain student records.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 17 OUT OF 20 POINTS OR 85 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 17 OUT OF 20 POINTS OR 85 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT	PROG	TASK	TPO	MPO
	PTT	012	012	004

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
*	1. Test file	1	
*	2. Activity sheet file	1	
*	3. Curriculum development file	1	
*	4. Student file	1	
*	A. Where is this to be located	1	
	B. Filed by name, block (class) or ...?	1	
*	5. Task file	1	
	Monitor student progress:		
	6. Develop a method to plan student work:		
	A. Contract	1	
	B. Wall chart	1	
	7. Develop a method to monitor student progress:		
	A. Develop a time management system	1	
	B. Develop a task management system	1	
	C. Develop a MPO management system	1	
	8. Develop a grade book management system		
	A. Allow for attendance	1	
	B. Allow for daily task record	1	
	C. Allow for daily points	1	
	D. Allow for evaluation record	1	
	9. Develop a method to document task mastery	1	
	10. Develop a method to certify competence:		
	A. Certificate	1	
	B. Task listing transcript	1	
	C. Other	1	
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 17
TOTAL POINTS POSSIBLE = 20

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	004

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 012

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON how to monitor student progress and maintain student records.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 10 **out of** 12 **items correctly, (** 83 **%).**

CRITERION EXAM

012

1. A list of all the tasks which a student has mastered is called a task _____.

   A. Listing analysis
   C. Listing contract
   B. Listing transcript
   D. None of the above

2. A file used to provide feedback to students on test items is called a _____file.

   A. Activity sheet
   C. Task
   B. Curriculum Development
   D. Test

3. A file used to provide feedback to students on practice exercises is called a _____file.

   A. Activity sheet
   C. Task
   B. Curriculum Development
   D. Test

4. A file used to keep all the activity sheets and checklists is called a _____file.

   A. Activity sheet
   C. Task
   B. Curriculum Development
   D. Test

5. A file used by the instructor for writing or revising SLGs is called a _____file.

   A. Activity sheet
   C. Task
   B. Curriculum Development
   D. Test

6. Records of student progress should be organized around tasks.

   A. True
   B. False

7. A list of all the tasks which a student is to complete is called a task _____.

   A. Listing analysis
   C. Listing contract
   B. Listing transcript
   D. None of the above

8. It is important in a CBVE system for each instructor to keep a record of each student's progress.

   A. True
   B. False

9. Records in a CBVE system are used to plan students' tasks, monitor progress, document mastery, and verify competence.

   A. True B. False

10. Critical student information in a CBVE program are: personal data, special needs data, student contract, and task listing contract.

    A. True B. False

11. To assist instructors in analyzing SLG use and to adjust standard times for completion of each SLG, a task _____ is used.

    A. Listing analysis C. Listing contract

    B. Listing transcript D. None of the above

12. The only reason to keep student records in a CBVE system is to document task mastery.

    A. True B. False

ANSWER KEY

For Criterion Exam 012

1. B
2. D
3. A
4. C
5. B
6. A
7. C
8. A
9. A
10. A
11. A
12. B

DEPT.	PROG	TASK	TPO	MPO
	PTT	012	012	004